

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Corsica School District
Accountability Review - Monitoring Report 2011-2012**

Team Members: Chris Sargent; Team Leader, and Mary Borgman, Team Member

Dates of On Site Visit: February 1, 2012

Date of Report: February 13, 2012

All non-compliance must be corrected within 1 year of this report date. Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'

- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:25:01. Evaluation, consent, eligibility, and placement procedures required. Each school district shall establish and implement procedures which meet the requirements of this chapter, including nondiscriminatory practices, parental consent, initial evaluation, evaluation procedures, eligibility procedures, placement procedures, and reevaluation.

Corrective Action:

Prong 1: Correct each individual case of noncompliance

Evaluation data to support eligibility category and/or services provided was not consistently available in the student record.

| Student: | Required Action: | Data To Be Submitted: |
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| <p>Student #1</p> <p>This student was reported on child count under the category of Developmental Delay (570). The developmental evaluation indicated the student met eligibility criteria under the domains of Personal/Social and Communication. The students program included goals in the areas of cognition, behavior/attention and language. Skill based assessment was not available in the evaluation report or the present levels for the areas of Personal/Social and Cognitive.</p> | <p>Students #1 and 3:</p> <p>The district must initiate prior notice/consent for evaluation to acquire skill based assessment data that will be used to link annual goals to present levels of performance. The IEP must be amended to include the skill based information for program development.</p> | <p>The following documentation must be submitted for student #1 and #3:</p> <ol style="list-style-type: none">1. Prior notice/consent for evaluation2. Copies of all evaluation reports3. Prior notice for the meeting4. Copy of the IEPs |
| <p>Student # 3</p> <p>This student was reported on child count under the category of Autism (560). Skill based assessment was not available in the evaluation report or the present levels to support/link to the annual goals.</p> | | |
| <p>Timeline for Completion: 45 calendar days from the report date above.</p> | | |

2. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

Corrective Action:

Prong 1: Correct each individual case of noncompliance

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| Related services are provided without the benefit of special education. | | |
| Student #1 This student was reported on child count under the category of Developmental Delay (570). The developmental evaluation indicated the student met eligibility criteria under the domains of Personal/Social and Communication. The only service provider is the speech/language pathologist. | Required Action: The district must meet and determine if this student is in fact a student with developmental disabilities (570) or a speech/language student (550). If the student is determined to be a 570 student the team must meet and determine/provide special education services. If the student is a 550 student, the team must meet and amend the eligibility document to support this as the student's primary disability. | Data To Be Submitted: The district must submit all documentation to support the teams decision. |
| Timeline for Completion: 45 calendar days from the report date above. | | |

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| <u>Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.</u> | | |
| Required Action: The district must review policy, procedure and practice regarding the following: <ul style="list-style-type: none"> • The provision of special education services by highly qualified staff to student identified under the category of developmental delay (570). • The process for determine the areas of skill based assessment required for the student to address all skill areas affected by the disability. | | |
| Data To Be Submitted: The district must submit the following documents for the next two students identified under the category of 570 and the next two students identified under the category of 550. <ol style="list-style-type: none"> 1. Referral document 2. The prior notice/consent for evaluation 3. Copies of all the evaluation reports including skill based assessment. 4. Copy of the prior notice for the eligibility/IEP meeting. 5. Copy of the MDT/eligibility document and; 6. Copy of the IEP | | |
| (All non-compliance must be corrected within 1 year of this report date) Target Date for Completion: May 30, 2012 | | |
| Date/Status Report: | | |

State Performance Plan – Performance Indicators

Indicator 3 – Participation/Performance on Assessment

A-Percent of districts meeting the State's AYP objectives for progress for disability subgroup

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

C-Proficiency rate for children with IEP's against grade level standards and alternate achievement standards.

State Target: 100%

District Rate: 100%

The school district works hard to include children with disabilities in the regular education classroom. It is in the classroom that these children are exposed to the necessary skills they need to perform well on the Statewide Assessment. Teachers, special education staff and guidance counselor are also aware of each student's individual testing modifications and make sure that those modifications are implemented during testing.

Indicator 8 – Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

State Target: 64.2 or higher

District Response:

Currently our district hands out the parent survey at the student's annual/initial IEP meeting. We encourage the parent to fill it out immediately after the meeting. All school personnel leave the room for the parent to complete the survey in private. Some parents, for whatever reason, request to complete it at home later. The school district needs to do some form of follow-up (i.e. phone call reminder, email reminder, or text message) to those parents who did not complete the survey on site to remind them to complete and send it in and if needed to send them another survey.